

ONE ME – STAND UNITED FOR PREVENTION

GUIDE TO ASSESSING NEEDS AND RESOURCES AND SELECTING SCIENCE-BASED PROGRAMS



Prepared for:

State of Maine
Department of Behavioral and Developmental Services
Office of Substance Abuse

Prepared by:

Hornby Zeller Associates, Inc.
100 Commercial Street
Suite 300
Portland, ME 04101

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Appendix A
Major Activities Checklist









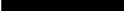








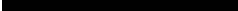
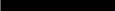
Major Activities Checklist

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

- ☐ Collect substance use data from MYDAUS and OSA indicators
- ☐ Collect MYDAUS 2002 and OSA indicator data for risk factors
- ☐ Collect MYDAUS 2002 protective factor data
- ☐ Conduct interviews with community experts
- ☐ Conduct community focus groups
- ☐ Perform community scan of businesses
- ☐ Research media coverage, media advertising and public service announcements
- ☐ Assess community resources
- ☐ Conduct coalition assessment (i.e., Strengths, Weaknesses, Opportunities and Threats or SWOT analysis)
- ☐ Analyze information collected
- ☐ Complete Needs and Resources Assessment Template
- ☐ Research model programs and environmental strategies
- ☐ Narrow down list of model programs
- ☐ Complete Feasibility Assessment
- ☐ Complete program selection questions and submit to One ME staff by June 1, 2003

Appendix B
Sample Timeline of Activities

Sample Timeline of Activities

Major Activities	February	March	April	May
Collect substance use data from MYDAUS and OSA indicators				
Collect MYDAUS 2002 and OSA indicator data for risk factors				
Collect MYDAUS 2002 protective factor data				
Plan and schedule interviews and focus groups				
Administer MYDAUS 2003 (if applicable)				
Conduct interviews with community experts				
Conduct community focus groups				
Perform community scan of businesses				
Research media coverage, media advertising and public service announcements				
Assess community resources				
Conduct coalition assessment/SWOT analysis				
Analyze information collected				
Complete Needs and Resources Assessment Template				
Research model programs and environmental strategies				
Narrow down list of model programs				
Complete feasibility of implementation exercise				
Complete program selection questions and submit to One ME staff by June 1				

Appendix C
OSA Indicator Data for Substance Use

OSA Indicator Data for Substance Use

Coalition Name: _____

Person Completing Form: _____

Completion Date: _____

Indicator	1990		1995		2000	
	State	County	State	County	State	County
		(name)		(name)		(name)
Juvenile Arrests for Alcohol Violations						
Juvenile Arrests for Drug Law Violations						
Adult Drunken Driving Arrests						
Adult Alcohol-related Arrests						
Adult Drug-related Arrests						
Alcohol-related Traffic Fatalities						
Drug Use During Pregnancy						

Indicators in which my county exceeds the state:

Appendix D
Risk Factor Data Tables

Risk Factor Data Tables

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Community Domain Risk Factors

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
AVAILABILITY OF DRUGS									
Perceived Availability of Drugs – Grade 6	2002 MYDAUS Risk Factors	26.9							
Perceived Availability of Drugs – Grade 8	2002 MYDAUS Risk Factors	36.7							
Perceived Availability of Drugs – Grade 10	2002 MYDAUS Risk Factors	50.1							
Perceived Availability of Drugs – Grade 12	2002 MYDAUS Risk Factors	55.2							
Alcohol Sales Outlets	2000 OSA Indicator Data								
Tobacco Sales Outlets	2000 OSA Indicator Data								

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
COMMUNITY LAWS AND NORMS FAVORABLE TO DRUG USE									
Laws and Norms Favorable to Drug Use – Grade 6	2002 MYDAUS Risk Factors	41.2							
Laws and Norms Favorable to Drug Use – Grade 8	2002 MYDAUS Risk Factors	39.3							
Laws and Norms Favorable to Drug Use – Grade 10	2002 MYDAUS Risk Factors	51.5							
Laws and Norms Favorable to Drug Use – Grade 12	2002 MYDAUS Risk Factors	50.9							
TRANSITIONS AND MOBILITY									
Transitions and Mobility – Grade 6	2002 MYDAUS Risk Factors	42.7							
Transitions and Mobility – Grade 8	2002 MYDAUS Risk Factors	37.4							
Transitions and Mobility – Grade 10	2002 MYDAUS Risk Factors	40.2							
Transitions and Mobility – Grade 12	2002 MYDAUS Risk Factors	35.4							
New Home Construction	2000 OSA Indicator Data								

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
Households in Rental Properties	2000 OSA Indicator Data								
Net Migration	2000 OSA Indicator Data								
NEIGHBORHOOD ATTACHMENT AND COMMUNITY DISORGANIZATION									
Low Neighborhood Attachment – Grade 6	2002 MYDAUS Risk Factors	37.3							
Low Neighborhood Attachment – Grade 8	2002 MYDAUS Risk Factors	36.9							
Low Neighborhood Attachment – Grade 10	2002 MYDAUS Risk Factors	45.4							
Low Neighborhood Attachment – Grade 12	2002 MYDAUS Risk Factors	50.2							
Community Disorganization – Grade 6	2002 MYDAUS Risk Factors	30.7							
Community Disorganization – Grade 8	2002 MYDAUS Risk Factors	32.7							
Community Disorganization – Grade 10	2002 MYDAUS Risk Factors	46.3							
Community Disorganization – Grade 12	2002 MYDAUS Risk Factors	43.3							

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
Populations Voting in Elections	2000 OSA Indicator Data								
Prisoners in State and Local Correctional Systems	2000 OSA Indicator Data								
EXTREME ECONOMIC AND SOCIAL DEPRIVATION									
Unemployment	2000 OSA Indicator Data								
Free and Reduced Lunch Program	2000 OSA Indicator Data								
Aid to Families with Dependent Children	2000 OSA Indicator Data								
Food Stamp Recipients	2000 OSA Indicator Data								
Single Parent Family Households	2000 OSA Indicator Data								
Educational Attainment – Adults without Diploma	2000 OSA Indicator Data								

School Domain Risk Factors

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
LOW COMMITMENT TO SCHOOL									
Low Commitment to School – Grade 6	2002 MYDAUS Risk Factors	47.9							
Low Commitment to School – Grade 8	2002 MYDAUS Risk Factors	52.3							
Low Commitment to School – Grade 10	2002 MYDAUS Risk Factors	51.4							
Low Commitment to School – Grade 12	2002 MYDAUS Risk Factors	49.8							
Event Dropouts	2000 OSA Indicator Data								
Status Dropouts	2000 OSA Indicator Data								
EARLY AND PERSISTENT ANTI-SOCIAL BEHAVIOR									
Dropouts Prior to Ninth Grade	2000 OSA Indicator Data								
Vandalism Arrests, Age 10-14	2000 OSA Indicator Data								
Alcohol-related Arrests, Age 10-14	2000 OSA Indicator Data								

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
Personal and Property Crime Arrests, Age 10-14	2000 OSA Indicator Data								
ACADEMIC FAILURE BEGINNING IN LATE ELEMENTARY SCHOOL ¹⁹									
Lower Academic Achievement – Grade 6	2002 MYDAUS Risk Factors	42.7							

¹⁹ Note: Although not an indicator validated by OSA, you may want to look at Grade 4 Maine Educational Assessment Scores. Data can be found at the school level at <http://www.GreatSchools.net> or <http://www.state.me.us/education/mea/edmea.htm>.

Family Domain Risk Factors

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
FAMILY HISTORY OF SUBSTANCE ABUSE									
Family History of Antisocial Behavior – Grade 6	2002 MYDAUS Risk Factors	30.6							
Family History of Antisocial Behavior – Grade 8	2002 MYDAUS Risk Factors	36.8							
Family History of Antisocial Behavior – Grade 10	2002 MYDAUS Risk Factors	42.8							
Family History of Antisocial Behavior – Grade 12	2002 MYDAUS Risk Factors	41.4							
Adults in ATOD Treatment Programs	2000 OSA Indicator Data								
FAMILY MANAGEMENT PROBLEMS									
Poor Family Management – Grade 6	2002 MYDAUS Risk Factors	36.4							
Poor Family Management – Grade 8	2002 MYDAUS Risk Factors	47.3							
Poor Family Management – Grade 10	2002 MYDAUS Risk Factors	48.2							
Poor Family Management – Grade 12	2002 MYDAUS Risk Factors	51.7							

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
Children Living in Foster Care	2000 OSA Indicator Data								
Children Living Away from the Home	2000 OSA Indicator Data								
FAMILY CONFLICT									
Family Conflict – Grade 6	2002 MYDAUS Risk Factors	33.6							
Family Conflict – Grade 8	2002 MYDAUS Risk Factors	45.1							
Family Conflict – Grade 10	2002 MYDAUS Risk Factors	36.5							
Family Conflict – Grade 12	2002 MYDAUS Risk Factors	32.4							
Divorce	2000 OSA Indicator Data								
Domestic Violence Arrests	2000 OSA Indicator Data								

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
FAVORABLE PARENTAL ATTITUDES/INVOLVEMENT									
Parental Attitudes Favorable to Drug Use – Grade 6	2002 MYDAUS Risk Factors	11.2							
Parental Attitudes Favorable to Drug Use – Grade 8	2002 MYDAUS Risk Factors	24.2							
Parental Attitudes Favorable to Drug Use – Grade 10	2002 MYDAUS Risk Factors	42.2							
Parental Attitudes Favorable to Drug Use – Grade 12	2002 MYDAUS Risk Factors	46.4							

Individual/Peer Domain Risk Factors

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
ALIENATION AND REBELLIOUSNESS									
Rebelliousness – Grade 6	2002 MYDAUS Risk Factors	44.6							
Rebelliousness – Grade 8	2002 MYDAUS Risk Factors	35.6							
Rebelliousness – Grade 10	2002 MYDAUS Risk Factors	40.0							
Rebelliousness – Grade 12	2002 MYDAUS Risk Factors	38.7							
FRIENDS WHO ENGAGE IN THE PROBLEM BEHAVIOR									
Friends’ Use of Drugs – Grade 6	2002 MYDAUS Risk Factors	21.8							
Friends’ Use of Drugs – Grade 8	2002 MYDAUS Risk Factors	39.3							
Friends’ Use of Drugs – Grade 10	2002 MYDAUS Risk Factors	47.9							
Friends’ Use of Drugs – Grade 12	2002 MYDAUS Risk Factors	45.7							

Data	Source	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
FAVORABLE ATTITUDES TOWARD THE PROBLEM BEHAVIOR									
Favorable Attitudes Toward Drug Use- Grade 6	2002 MYDAUS Risk Factors	19.7							
Favorable Attitudes Toward Drug Use- Grade 8	2002 MYDAUS Risk Factors	31.6							
Favorable Attitudes Toward Drug Use- Grade 10	2002 MYDAUS Risk Factors	46.4							
Favorable Attitudes Toward Drug Use- Grade 12	2002 MYDAUS Risk Factors	48.4							
EARLY INITIATION OF THE PROBLEM BEHAVIOR									
Early Initiation of Drug Use - Grade 6	2002 MYDAUS Risk Factors	25.0							
Early Initiation of Drug Use - Grade 8	2002 MYDAUS Risk Factors	31.0							
Early Initiation of Drug Use - Grade 10	2002 MYDAUS Risk Factors	38.1							
Early Initiation of Drug Use - Grade 12	2002 MYDAUS Risk Factors	40.2							

Appendix E
Protective Factor Data Tables

Protective Factor Data Tables

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Community Domain Protective Factors

Protective Factor	Grade	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
Community Opportunities for Positive Involvement	6	54.6							
	8	51.2							
	10	44.3							
	12	44.5							
Community Rewards for Positive Involvement	6	51.8							
	8	36.0							
	10	44.2							
	12	47.9							

School Domain Protective Factors

Protective Factor	Grade	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
School Opportunities for Positive Involvement	6	65.6							
	8	64.7							
	10	62.1							
	12	62.6							
School Rewards for Positive Involvement	6	59.3							
	8	52.3							
	10	63.7							
	12	53.3							

Family Domain Protective Factors

Protective Factor	Grade	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
Family Attachment	6	60.0							
	8	51.1							
	10	44.5							
	12	59.0							
Family Opportunities for Positive Involvement	6	61.2							
	8	58.4							
	10	52.4							
	12	52.1							
Family Rewards for Positive Involvement	6	59.6							
	8	62.8							
	10	55.1							
	12	56.0							

Peer/Individual Domain Protective Factors

Protective Factor	Grade	State	County	School District	School District	School District	School	School	School
			(name)	(name)	(name)	(name)	(name)	(name)	(name)
Belief in Moral Order	6	67.9							
	8	63.1							
	10	66.7							
	12	55.2							
Religiosity	6	42.5							
	8	35.8							
	10	30.2							
	12	58.5							
Social Skills	6	74.7							
	8	62.7							
	10	50.0							
	12	59.7							

Appendix F

Contact Information

Contact Information

One ME Staff

Aurora Matzkin
(207) 287-4391
Aurora.Matzkin@maine.gov

Kathryn McGloin
(207) 941-4380
Kathryn.McGloin@maine.gov

Lee Anne Dodge
(207) 874-5954
Leeanne.Dodge@maine.gov

Hornby Zeller Associates, Inc.

Barbara Pierce
(207) 773-9529 or 1-866-207-2077
BPierce@hornbyzeller.com

Sheryl Peavey
(207) 773-9529 or 1-866-207-2077
SPeavey@hornbyzeller.com

RTI International

Philip Graham
(919) 485-7752
pgraham@rti.org

Monique Clinton-Sherrod
(919) 316-3458
mclinton@rti.org

Amy Vincus
(919) 541-7384
avincus@rti.org

Natalie Thorpe
(919) 485-5712
nthorpe@rti.org

Appendix G
Assessing School Policies on
Youth Alcohol and Tobacco Use

Assessing School Policies on Youth Alcohol and Tobacco Use

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

1. Is underage drinking a serious problem in your school?

If yes, why?

If not, why?

2. Is tobacco use by youth a serious problem in your school?

If yes, why?

If not, why?

3. What, if any, policies does your school or school district have with regard to:

a. Attending classes, attending school functions or being on school property while under the influence?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences for violations?

1st Offense _____
2nd Offense _____
3rd Offense _____
4th Offense _____
5th Offense _____

b. Acts of vandalism or disruptions related to alcohol?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences for violations?

1st Offense _____
2nd Offense _____
3rd Offense _____
4th Offense _____
5th Offense _____

c. Smoking during the school day, at a school function, or on school property?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences for violations?

1st Offense _____
2nd Offense _____
3rd Offense _____
4th Offense _____
5th Offense _____

d. Smoking just beyond the perimeter of the school property?

Is it a formal or informal policy/procedure?

Is the policy enforced?

What are the consequences for violations?

1st Offense _____
2nd Offense _____
3rd Offense _____
4th Offense _____
5th Offense _____

4. Are any of these policies different, either formally or informally, when the offender is an honor student or a school athlete? If so, please explain:

5. Are police officers assigned to schools in your community? If so, what is their role? Please explain:

6. Are alcohol-related incidents reported to the police? Please explain:

7. What ideas do you have for reducing alcohol or tobacco use in your community?

8. Do you feel that there is a need for stricter laws or tougher enforcement of existing laws on tobacco and alcohol? If so, please explain:²⁰

²⁰ See Appendix V, Alcohol and Tobacco Laws, for more information.

Appendix H
Assessing Parks and
Recreation Area Rules

Assessing Parks and Recreation Area Rules

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

1. Is underage drinking a serious problem on the property within your jurisdiction?

If yes, why?

If not, why?

2. Is tobacco use by youth a serious problem on the property within your jurisdiction?

If yes, why?

If not, why?

3. What policies, if any, does your department/agency have with regard to:

- a. Drinking on the property?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences for violations?

1st Offense _____
2nd Offense _____
3rd Offense _____
4th Offense _____
5th Offense _____

- b. Acts of vandalism related to alcohol?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences for violations?

1st Offense _____
2nd Offense _____
3rd Offense _____
4th Offense _____
5th Offense _____

c. Smoking on the property?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences for violations?

1st Offense _____
2nd Offense _____
3rd Offense _____
4th Offense _____
5th Offense _____

4. What ideas do you have for reducing alcohol or tobacco use in your community?

5. Do you feel that there is a need for stricter laws or tougher enforcement of existing laws on tobacco and alcohol? If so, please explain²¹:

²¹ See Appendix V, Alcohol and Tobacco Laws, for more information.

Appendix I
Assessing Law Enforcement Policies
on Youth Alcohol and Tobacco Use

Assessing Law Enforcement Policies on Youth Alcohol and Tobacco Use

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

1. Is underage drinking a serious problem in your community?

If yes, why?

If not, why?

2. Is tobacco use by youth a serious problem in your community?

If yes, why?

If not, why?

3. What policies, if any, does your department/agency have with regard to:

- a. Incidents of youth drinking at a party in a private residence?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences?

- b. Incidents of youth drinking at a party in a secluded outdoor location?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences?

c. Underage possession of alcohol?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences?

d. Underage possession of tobacco?

Is it a formal or informal policy?

Is the policy enforced?

What are the consequences?

e. Calling parents of youth under 18 who are involved in drinking incidents or found using tobacco products?

Is it a formal or informal policy?

Is the policy enforced?

4. When someone is found to have purchased alcohol for a minor, what are the typical consequences?

5. When someone is found to have purchased tobacco for a minor, what are the typical consequences?

6. When an establishment is found to have sold alcohol to a minor, what are the typical consequences?

7. When an establishment is found to have sold tobacco to a minor, what are the typical consequences?

8. In your community, are there regulations for advertising alcohol or tobacco products in public places? If so, please explain:

9. What are the consequences for violation of the advertisement regulation(s)?

10. What laws are being broken most often when underage drinking is taking place?

11. What are the negative impacts (either for the drinker and/or for others) that occur most often related to underage drinking)?

12. Are officers assigned to the local school? If so, what is their role?

13. Do you feel that there is a need for stricter laws or tougher enforcement of existing laws on tobacco and alcohol? If so, please explain²²:

²² See Appendix V, Alcohol and Tobacco Laws, for more information.

Appendix J
Focus Group Discussion Questions

Focus Group Discussion Questions²³

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Alcohol Use by Youth

1. Is underage drinking a serious problem in your community?

If yes, why?

If not, why?

Probes:

Do a lot of youth engage in underage drinking, or is it just a few?

Has there been an alcohol-related incident (crash, death, injury) involving an underage youth in the community recently?

2. What do you think causes underage drinking?

Probes:

Is drinking acceptable in the community?

Is it the fault of parents?

Is there a lack of alternative activities?

3. What messages are youth getting from the community about drinking and where are the messages coming from?

Probes:

Do convenience stores do a lot of advertising in their windows and/or inside the stores?

Do adults permit underage drinking?

²³ Adapted from "Community How To Guide On Needs Assessment and Strategic Planning."

4. What are the barriers to solving the problem of alcohol use by youth?

5. What are your suggestions for preventing alcohol use by youth?

Probes:

Should there be more education in the schools?

Should there be stricter enforcement?

6. What programs exist in your community that you find helpful or effective in addressing this problem?

7. What do you think your role is in addressing the problem of underage drinking?

Probes:

What kinds of programs or activities does your agency/organization/institution do for youth?

Does your agency/organization/institution pay enough attention to the problem of underage drinking?

Tobacco Use by Youth

1. Is tobacco use among youth a serious problem in your community?

If yes, why?

If not, why?

Probe:

Do a lot of youth use tobacco products, or is it just a few?

2. What do you think causes youth to smoke?

Probes:

Is it acceptable in your community?

Is it the fault of parents?

Is it out of boredom?

3. What messages are youth getting from the community about using tobacco and where are the messages coming from?

Probes:

Do convenience stores do a lot of advertising in their windows and/or inside the stores?

Do adults permit underage smoking?

4. What are the barriers to solving the problem of tobacco use by youth?

5. What are your suggestions for preventing tobacco use by youth?

Probes:

Should there be more education in the schools?

Should there be stricter enforcement?

6. What do you think your role is in addressing the problem of tobacco use by youth?

Probes:

What kinds of programs or activities does your agency/organization/institution do for youth?

Does your agency/organization/institution pay enough attention to the problem of tobacco use by youth?

Appendix K
Focus Group Questionnaire
on Alcohol and Tobacco

Focus Group Questionnaire on Alcohol and Tobacco

Date: _____

Thank you for coming to our focus group discussion today. Before we get started, please take a moment to answer the questions below. This questionnaire is voluntary and all responses will be kept confidential.

1. How do youth in your community generally obtain **alcohol products**? (Check all that apply.)
 - ☐ They purchase the products themselves.
 - ☐ They get the products from friends.
 - ☐ They get the products from relatives other than parents.
 - ☐ They take the products from parents with consent.
 - ☐ They take the products from parents without consent.
 - ☐ They take the products from a store without paying.
 - ☐ A stranger purchases the products for them.
 - ☐ Alcohol products are provided at parties or events they attend.
 - ☐ Other – please specify: _____

2. How do youth generally obtain in your community **tobacco products**? (Check all that apply.)
 - ☐ They purchase the products themselves.
 - ☐ They get the products from friends.
 - ☐ They get the products from relatives other than parents.
 - ☐ They take the products from parents with consent.
 - ☐ They take the products from parents without consent.
 - ☐ They take the products from a store without paying.
 - ☐ A stranger purchases the products for them.
 - ☐ Tobacco products are provided at parties or events they attend.
 - ☐ Other – please specify: _____

3. Are there certain places in your community known for selling **alcohol** products to minors? (Check all that apply.)

<input type="checkbox"/> Mini-mart/convenience store	<input type="checkbox"/> Restaurant
<input type="checkbox"/> Supermarket	<input type="checkbox"/> Drug store
<input type="checkbox"/> Liquor store	<input type="checkbox"/> Tavern/bar/pub
<input type="checkbox"/> Other – please specify: _____	

4. Are there certain places in your community known for selling **tobacco** products to minors? (Check all that apply.)

☐ Mini-mart/convenience store

☐ Restaurant

☐ Supermarket

☐ Drug store

☐ Liquor store

☐ Tavern/bar/pub

☐ Other – please specify: _____

5. In what settings are youth most commonly found to be **drinking**? (Check all that apply.)

☐ Their own home

☐ Friend's home

☐ Bar or nightclub

☐ Vehicle

☐ Special event (sports, concert, dance, etc.)
(List all that apply.)

☐ _____
Public place (parking lot, street, park, beach, lake, etc.)
(List all that apply.)

☐ Other – please specify: _____

6. In what settings are youth most commonly found to be **smoking**? (Check all that apply.)

☐ Their own home

☐ Friend's home

☐ Bar or nightclub

☐ Vehicle

☐ Special event (sports, concert, dance, etc.)
(List all that apply.)

☐ _____
Public place (parking lot, street, park, beach, lake, etc.)
(List all that apply.)

☐ Other – please specify: _____

7. Please check the age group to which you belong.

_____ Under age 12

_____ Age 12 – 17

_____ 18 or older

Appendix L
Business Scan Questionnaire

Business Scan Questionnaire

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Please answer the following questions in regard to businesses that sell alcohol and tobacco products in your community:

1. Are there highly visible signs posted in any of the following places warning that IDs will be checked and age restrictions enforced?
 - ☐ Mini-mart/convenience store
 - ☐ Supermarket
 - ☐ Liquor store
 - ☐ Restaurant
 - ☐ Drug store
 - ☐ Tavern/bar/pub
 - ☐ Other – please specify: _____
2. Which of the following have a procedure for identifying customers who are over 21 years of age (e.g., bracelet, stamp on hand, etc.)?
 - ☐ Tavern
 - ☐ Pub
 - ☐ Bar
 - ☐ Nightclub
 - ☐ Other – please specify: _____
3. Which of the following use pricing strategies to promote consumption? (e.g., selling primarily low-end/cheap beer; displaying signs advertising tobacco product specials such as two-for-one or deals on cartons)
 - ☐ Mini-mart/convenience store
 - ☐ Supermarket
 - ☐ Liquor store
 - ☐ Restaurant
 - ☐ Drug store
 - ☐ Tavern/bar/pub
 - ☐ Other – please specify: _____
4. Do local bars/pubs advertise happy hour or two-for-one drink specials?
 - ☐ Yes
 - ☐ No
 - ☐ Don't know

Appendix M
Media Coverage Questionnaire

Media Coverage Questionnaire

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Conduct interviews with media representatives from television, radio and newspapers, discussing the following:

1. Have there been any alcohol-related incidents involving youth in the past year?

2. Did any of these incidents receive widespread coverage in the media? If so, which ones?

3. Approximately how many stories have been in the media in the past year about drinking among youth?

4. Approximately how many stories have been in the media in the past year about smoking among youth?

5. Describe any media coverage of alcohol or tobacco prevention efforts:

6. Are there policies in place for covering stories on teen drinking or tobacco use?

Appendix N
Media Advertising Questionnaire

Media Advertising Questionnaire

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

The following questions should be answered on the same day, to give an idea of the various types of advertising within the same 24-hour period (12:00 a.m. through 11:59 p.m.). The time period is most important when answering questions related to radio and television.

Newspaper Advertising

Look through a popular local newspaper and answer the following:

1. What geographic area does the newspaper cover?

2. How many advertisements are alcohol-related?

Of that number:

How many are promotional in nature?

How many are prevention-related?

3. How many advertisements are tobacco-related?

Of that number:

How many are promotional in nature?

How many are prevention-related?

Radio Advertising

Contact the advertising department of a popular radio station and ask them the following:

1. What geographic area does the station cover?

2. How many advertisements are they running which are alcohol-related?

Of that number:

How many are promotional in nature?

How many are prevention-related?

3. Does the station have any policies or restrictions on when alcohol promotion advertisements can run?
4. How many advertisements or public service announcements are they running which are aimed at prevention of tobacco use?

Television Advertising

Contact the advertising department of a popular television station and ask them the following:

1. What geographic area does the station cover?
2. How many advertisements are they running which are alcohol-related? (Record when you made this call, as events such as the Superbowl may color data.)

Of that number:

How many are promotional in nature?

How many are prevention-related?

3. Does the station have any policies or restrictions on when alcohol promotion advertisements can run?
4. How many advertisements or public service announcements are they running which are aimed at prevention of tobacco use?

Appendix O
Community Resources Assessment

Community Resources Assessment²⁴

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Organization	Program/Activity	How Funded?	Geographic Area Served	Target Group	Risk Factors Addressed	Evidence of Program Effectiveness?	Is this Group Part of Your Coalition?

²⁴ Adapted from the Western CAPT Resource Assessment Data Collection Worksheet, <http://www.open.org/~westcapt/rawrksht.htm> and Resource Assessment Program Data Collection, The Comprehensive Strategy in Lee County, Florida: Building Bridges for Youth & Families, Appendix III.

Other Agencies Serving Youth	
Name	Phone Number

Appendix P
Coalition Resources Assessment

Coalition Resources Assessment²⁵

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Internal Factors	Strengths	Weaknesses
Human Resources (e.g., time, training, prevention experience, qualifications, leadership, staff willingness to accept new programs, cultural diversity)	What are the key strengths of your coalition members and staff?	What could be improved in your coalition in terms of staffing? Are there any key people or groups missing from your coalition?
Physical Resources (e.g., meeting and program space, equipment)	What physical resources does your coalition have or have access to?	What physical resources does your coalition lack?
Financial Resources (e.g., adequacy of current budget, renewable financial support)	What financial resources does your coalition have or have access to?	What financial resources does your coalition lack?
Activities and Processes	What do you do well? What activities and processes have been successful for coalition members?	What activities and processes do not seem to be effective for your coalition?
Past Experiences/Coalition History	What have you done well in the past?	What efforts have not been effective? What have you learned from past efforts?
External Factors	Opportunities	Threats
Community Culture	Are community members generally open to new programs? Do community members openly talk about substance use problems?	Are community members hesitant to accept new programs? Are community members hesitant to talk about substance use problems?
Current Prevention Efforts and Treatment Providers in Your Community	Do you have the support of other organizations? Do you have relationships with treatment providers?	Are you duplicating efforts? Is there a sense of competition with any organizations?
Economic Climate (state and/or local)	Are there any local or state economic factors that could enhance funding of prevention efforts?	Are there any local or state economic factors that could hinder prevention funding?
Funding Sources	What additional funds are available in the community to support the program?	Are there fewer funding opportunities available for prevention efforts?

²⁵ Adapted from Community Toolbox, SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats, Contributed by Val Renault, Edited by Jerry Schultz, Tools & Checklists Section. <http://ctb.lsi.ukans.edu/>.

External Factors	Opportunities	Threats
Demographics	Are there certain demographic characteristics within your community that could serve to enhance the efforts of your coalition?	Are there certain demographic characteristics within your community that could serve to hinder the efforts of your coalition?
Physical Environment	Is your physical environment welcoming and conducive to program and curriculum implementation?	Is there anything about your physical environment that could hinder access to your program?
Legislation and/or Political Climate	Do local and state politicians support your coalition's efforts?	Is there any upcoming legislation that could hinder the work of your coalition?
Local, State or National Events	Are there current or upcoming events that would lend support to your prevention efforts among youth?	Are there current or upcoming events that would hinder your prevention efforts among youth?

Appendix Q
Needs and Resources
Assessment Template

Needs and Resources Assessment Template

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Source 1: 2002 MYDAUS Summary Reports

In the table below, fill in the percentage of youth in your county who reported substance use for each category.

Report	County	State
Previous 30-Day Use – Cigarettes		15.2
Previous 30-Day Use – Smokeless Tobacco		4.5
Previous 2-week Participation in Binge Drinking		16.0

Source 2: MYDAUS County Reports on Previous 30-Day Use of Cigarettes, Smokeless Tobacco and Binge Drinking

For each category below, indicate the grade in which you perceive the most significant problem lies and briefly describe why.

Cigarette Use:
Grade: _____
Why? _____

Use of Smokeless Tobacco:
Grade: _____
Why? _____

Binge Drinking:
Grade: _____
Why? _____

For the grade level(s) you identified above, describe any trends in substance use from the three years the MYDAUS was administered (1998, 2000 and 2002).

Source 3: MYDAUS Age of First Use Data

Which substance (tobacco or alcohol) appears to be more of a problem at an earlier age in your community? Please explain your selection.

Source 4: OSA Indicator Data

Using the *OSA Indicator Data for Substance Use* table you completed, describe the extent of the substance use problem in your county as compared to that of the state.

Source 5: Risk and Protective Factor Profile

During the RFP process, you were asked to identify which of the following domain(s) you intend to work in:

- Peer/Individual
- Family
- School
- Community

What domain(s) did you select?

Which risk factors are most prevalent in your community?

Looking at the *Risk Factor Data Tables* you completed, describe how the risk factor data supports or does not support the domain you chose to work in.

Looking at the *Protective Factor Data Tables* you completed, identify in which domain(s) your community is doing well.

Which protective factors are most prevalent in your community?

How do the risk and protective factors present in your community relate (e.g., are there any protective factors that may serve to negate the negative impact of a particular risk factor?)

Source 6: Community Expert Interviews

In the table below, identify how many community experts you interviewed. Please specify if “Other” alternative community experts were interviewed.

How many interviews of each type did you conduct?	
Community Expert	Number Interviewed
Schools	
Parks and Recreation	
Law Enforcement	
Other (specify):	
Other (specify):	
Other (specify):	

The first two questions on each of the three interview questionnaires asked the interviewees if substance use among youth is a serious problem. In the table below, indicate the number of “yes” responses and total responses for each type of community member you interviewed.

Community Member	Is underage drinking a serious problem in your community?	Total Number of Responses	Is youth tobacco use a serious problem in your community?	Total Number of Responses
	Number of “Yes” Responses		Number of “Yes” Responses	
Schools				
Parks and Recreation				
Law Enforcement				
Other				
Other				
Other				
Total				

What did you learn about school policies on substance use and the enforcement of such school policies?

What did you learn about parks and recreation policies on substance use and enforcement of such policies?

What did you learn about the policies of law enforcement agencies on substance use and enforcement of such policies?

Source 7: Focus Groups

How many focus groups did you conduct? _____

How many participants attended in total? _____

Please describe the various types of people you invited to participate (e.g., youth workers, elected officials, educators).

Focus Group Questionnaire

In reviewing the responses to the focus group questionnaire, identify the three most frequent responses to the each of the following questions:

a. How do youth in your community obtain alcohol products?

1. _____
2. _____
3. _____

b. How do youth in your community obtain tobacco products?

1. _____
2. _____
3. _____

c. Which places in your community are known for selling alcohol products to minors?

1. _____
2. _____
3. _____

d. Which places in your community are known for selling tobacco products to minors?

1. _____
2. _____
3. _____

e. In what settings are youth most commonly found to be drinking?

1. _____
2. _____
3. _____

f. In what settings are youth most commonly found to be smoking?

1. _____
2. _____
3. _____

Was there a difference in responses between youth and adults? If yes, what were the major differences?

For each focus group question listed below, please explain the major themes which emerged:

a. Is underage drinking a serious problem in your community?

b. What do you think causes underage drinking?

c. What messages are youth getting from the community about drinking and where are the messages coming from?

d. What are the barriers to solving the problem of alcohol use by youth??

e. What are your suggestions for preventing alcohol use by youth?

f. What programs exist in your community that you find helpful or effective in addressing this problem?

g. What do you think your role is in addressing the problem of underage drinking?

h. Is tobacco use among youth a serious problem in your community?

i. What do you think causes youth to smoke?

j. What messages are youth getting from the community about smoking and where are the messages coming from?

k. What are the barriers to solving the problem of tobacco use by youth?

l. What are your suggestions for preventing tobacco use by youth?

m. What do you think your role is in addressing the problem of tobacco use by youth?

Were there any significant differences between the youth focus groups and the adult groups? If yes, please describe.

Source 8: Business Scan

How many coalition members participated in the community scan of businesses? _____

Do the majority of businesses have signs posted about identification and enforcement of age restrictions on the purchase of alcohol and tobacco?

Do the majority of taverns, bars, pubs and nightclubs have procedures for identifying customers who are over 21 years of age?

Do the majority of businesses visited use pricing strategies to promote consumption?

Do the majority of taverns, bars, pubs and nightclubs advertise happy hour or drink specials?

Source 9: Media Coverage

What media sources did you interview or research?

What did you learn about media coverage of alcohol-related incidents and drinking among youth?

What did you learn about media coverage of youth tobacco use?

How would you describe the extent of media coverage of alcohol and tobacco use prevention efforts in your community?

Source 10: Media Advertising

In the table below, identify for each source the number of advertisements you found that promote substance use and the number of advertisements to prevent substance use during your community scan of media advertising and public service announcements.

Media Source	Alcohol Advertising		Tobacco Advertising	
	Promotion	Prevention	Promotion	Prevention
Newspaper (in scan of one paper)				
Radio (in a 24-hour period)				
Television (in a 24-hour period)				

Source 11: Community Resources

Looking at the *Community Resource Assessment* table you completed, please answer the following questions:

- a. Were you able to identify additional community resources to support your program? If yes, please describe.

- b. Did you identify any other community members or organizations that should be included as part of your coalition? If yes, please describe.

Source 12: Coalition SWOT Analysis

Looking at the results of your coalition SWOT analysis, identify the five most important points identified in each quadrant of the analysis.

Internal Strengths: 1) 2) 3) 4) 5)	Internal Weaknesses: 1) 2) 3) 4) 5)
External Opportunities: 1) 2) 3) 4) 5)	External Threats: 1) 2) 3) 4) 5)

Has your coalition previously conducted an analysis of needs and/or resources in your community? If yes, please describe the similarities and/or differences in your findings as compared with the One ME assessment.

Drawing Conclusions

From the information above, answer the following:

What age group should your intervention target?

Is this age group different than the population you intended to serve when you applied for the One ME grant?

Which domain or domains should your intervention target?

How does this compare with the domains you identified in your grant application/proposal?

Which risk factors should you work to reduce?

Which protective factors should you work to enhance?

Should your intervention address alcohol or tobacco use or both?

Did you find a need to employ an environmental strategy? If yes, to address what issue or issues?



**AFTER YOU HAVE COMPLETED THE TEMPLATE, GO ON TO
THE PROGRAM SELECTION SECTION OF THE GUIDE.**

Appendix R
One ME Model Programs Matrix

One ME Model Programs Matrix²⁶

Program	Target Age	CSAP Strategies	Target Setting	Preventive Intervention Classification	Domain	Risk Factors	Protective Factors
Across Ages Temple University Center for Intergenerational Learning	9-13	Information Dissemination; Education; Alternatives	Urban/suburban settings in middle schools and community centers	Universal	School	Low commitment to school	Healthy and clear standards; Bonding; Skills; Opportunities
All Stars Tanglewood Research	11-15	Information Dissemination; Education	Rural, suburban and urban settings in schools and communities	Universal Selective	Individual/Peer	Favorable attitudes toward substance abuse	Healthy and clear standards; Bonding
Border Binge-Drinking Reduction Program Public Strategies	24 and under	Environmental	Urban and suburban settings in communities	Universal		Availability of drugs; Community laws and norms favorable toward drugs	

²⁶ The information contained in the table comes from various sources. Unless otherwise noted, the target age and prevention intervention classification are from the SAMHSA Model Programs website (http://modelprograms.samhsa.gov/model_prog.cfm); the Western CAPT website (<http://www.unr.edu/westcapt/>) is the source of the information on CSAP strategies, domain and risk and protective factors; and the target setting is from the SAMHSA Model Programs Matrix (http://modelprograms.samhsa.gov/matrix_all.cfm).

Program	Target Age	CSAP Strategies	Target Setting	Preventive Intervention Classification	Domain	Risk Factors	Protective Factors
Brief Strategic Family Therapy University of Miami School of Medicine Center for Family Studies	6-17	Education	Rural and urban settings in homes, community social service agencies, clinics and health agencies	Indicated	Family	Family management problems; Family conflict	Bonding
CASASTART National Center on Addiction and Substance Abuse at Columbia University	8-13	Alternatives; Problem Identification and Referral; Community-based Process; Environmental	Urban settings in schools and communities	Selective Indicated	Community; School; Individual/Peer	Friends who engage in the problem behavior; Availability of drugs; Early and persistent antisocial behavior; Academic failure beginning in late elementary school	Healthy and clear standards; Bonding
Communities Mobilizing for Change on Alcohol	13-20	Environmental	Rural, suburban and urban settings in schools and communities	Universal	Community	Availability of drugs; Community laws and norms favorable toward drugs	Healthy beliefs and clear standards
Community Trials Intervention to Reduce High-Risk Drinking	N/A	Environmental	Rural, suburban and urban settings in communities	Universal	Community	Availability of drugs; Community laws and norms favorable toward drugs	Healthy beliefs and clear standards

Program	Target Age	CSAP Strategies	Target Setting	Preventive Intervention Classification	Domain	Risk Factors	Protective Factors
Creating Lasting Family Connections Council on Prevention and Education: Substances, Inc.	11-15 and parents	Information Dissemination; Education; Problem Identification and Referral; Community-based Process	Rural, suburban and urban settings in community centers, churches and schools	Universal Selective Indicated	Family; Individual/Peer	Early initiation of substance abuse; Family management problems; Family conflict; Favorable parental attitudes/involvement in substance abuse	Bonding; Skills
Families and Schools Together Families and Schools Together	4-13 and parents/families	Information Dissemination; Education; Problem Identification and Referral	Rural, suburban and urban settings in schools	Selective	School; Family	Family management problems; Favorable parental attitudes/involvement in substance abuse; Lack of commitment to school	Bonding
Family Matters Family Matters - UNC School of Public Health	12-14 and parents		Urban, suburban and rural settings	Universal			
Friendly PEERsuasion²⁷ Girls Incorporated	11-14	Education; Alternatives	Schools, community centers, religious organizations, Girls Inc. centers	Universal	Individual/Peer	Friends who engage in the problem behavior; Favorable attitudes toward substance abuse; Early initiation of substance abuse	Skills; Opportunities
Leadership and Resiliency Program	14-17	Education; Alternatives	Schools and communities	Selective Indicated	School	Early and persistent antisocial behavior; Lack of commitment to school	Bonding; Skills; Opportunities

²⁷ Information on Friendly PEERsuasion is from Western CAPT (<http://www.unr.edu/westcapt/>) and SAMHSA's 2001 Exemplary Substance Abuse Prevention Programs Guide (<http://modelprograms.samhsa.gov/pdfs/2001exemplary.pdf>).

Program	Target Age	CSAP Strategies	Target Setting	Preventive Intervention Classification	Domain	Risk Factors	Protective Factors
LifeSkills Training LifeSkills Training	10-14	Information Dissemination; Education	Rural, suburban and urban settings in middle school	Universal	Individual/Peer	Friends who participate in problem behavior; Favorable attitudes toward substance abuse	Healthy beliefs and clear standards; Skills
Lions Quest Skills for Adolescence ²⁸ Lions-Quest Development Site	Grades 6-8 and Grades 9-12	Information Dissemination; Education	Middle and high schools	Universal	School; Individual/Peer	Favorable attitudes toward substance abuse; Early and persistent antisocial behavior; Lack of commitment to school	Healthy beliefs and clear standards; Bonding; Skills
Multisystemic Therapy MST Website	10-17	Education	Rural, suburban and urban settings in communities (home-based program)	Indicated	School; Family	Family management problems; Early and persistent antisocial behavior	Bonding; Skills
Olweus Bullying Prevention Program ²⁹ Bullying Prevention Program Fact Sheet	5-14		Rural, suburban and urban settings in schools	Universal Selective	School; Individual/Peer	Family management problems; Low commitment to school; Favorable attitudes toward the problem behavior	

²⁸ Information on Friendly PEERsuasion is from Western CAPT (<http://www.unr.edu/westcapt/>) and SAMHSA's 2001 Exemplary Substance Abuse Prevention Programs Guide (<http://modelprograms.samhsa.gov/pdfs/2001exemplary.pdf>).

²⁹ Information on the Bullying Prevention Program is from SAMHSA Model Programs website (http://modelprograms.samhsa.gov/model_prog.cfm).

Program	Target Age	CSAP Strategies	Target Setting	Preventive Intervention Classification	Domain	Risk Factors	Protective Factors
Parenting Wisely FAMILY WORKS	Parents of delinquent and at-risk adolescents aged 9-18	Education	Urban, Suburban and Rural settings	Selective Indicated	Family	Family management problems; Early and persistent antisocial behavior	Skills
Positive Action Positive Action website	4-18	Information Dissemination; Education	Rural, suburban and urban settings in schools, families, communities, businesses, churches, penal institutions	Universal Selective Indicated	School	Early and persistent antisocial behavior; Academic failure beginning in late elementary school; Lack of commitment to school	Healthy beliefs and clear standards; Bonding; Skills
Preparing for the Drug Free Years Channing Bete Company Prevention Science - PDFY Substance Abuse Prevention	8-13	Information Dissemination; Education	Rural, Suburban and Urban Settings in schools, communities, and others	Universal	Family; Individual/Peer	Friends who engage in problem behavior; Favorable attitudes toward substance use; Early initiation of substance abuse; Family management problems; Family conflict; Favorable parental attitudes/involvement in substance abuse	Healthy beliefs and clear standards; Bonding; Skills; Opportunities

Program	Target Age	CSAP Strategies	Target Setting	Preventive Intervention Classification	Domain	Risk Factors	Protective Factors
Project ACHIEVE University of South Florida - College of Educ.	Pre-K through middle school; adapted at the high school level	Education; Environmental	Rural, suburban and urban settings in pre-schools, elementary schools, middle schools and high schools; Alternative and juvenile justice facilities; Special education centers	Universal Selective Indicated	School	Early and persistent antisocial behavior; Academic failure beginning in late elementary school; Lack of commitment to school	Bonding; Skills
Project ALERT Project ALERT - Substance Abuse Prevention that Works	11-14	Education	Rural, suburban and urban settings in middle schools	Universal	Individual/Peer	Early initiation of substance abuse	Skills
Project Northland: An Alcohol Prevention Curriculum	11-13	Information Dissemination; Education; Alternatives; Environmental	Rural settings in elementary and middle schools	Universal	Community; Individual/Peer	Friends who engage in problem behavior; Favorable attitudes toward substance use; Early initiation of substance abuse; Availability of drugs; Community laws and norms favorable toward drugs	Healthy beliefs and clear standards; Bonding; Skills
Project SUCCESS	14-18	Information Dissemination; Education; Environmental	Rural, suburban and urban settings in alternative high schools	Selective Indicated	Individual/Peer	Friends who engage in problem behavior	Skills

Program	Target Age	CSAP Strategies	Target Setting	Preventive Intervention Classification	Domain	Risk Factors	Protective Factors
Project Toward No Drug Abuse	14-19	Education	Rural, suburban and urban settings in high schools	Selective Indicated	Individual/Peer	Favorable attitudes toward substance abuse	Skills
Project Toward No Tobacco Use	10-15	Information Dissemination; Education	Rural, suburban and urban settings in elementary and middle schools	Universal	Individual/Peer	Early initiation of substance abuse	Skills
Reconnecting Youth University of Washington School of Nursing	14-19	Education; Problem Identification and Referral	Rural, suburban and urban settings in high schools	Indicated	School; Individual/Peer	Friends who engage in the problem behavior; Early and persistent antisocial behavior; Academic failure beginning in late elementary school	Bonding
Residential Student Assistance Program Student Assistance Services Corporation	13-17	Information Dissemination; Education; Problem Identification and Referral	Rural, suburban and urban settings in residential facilities	Selective Indicated	School; Family	Family history of substance abuse; Early and persistent antisocial behavior	
Responding in Peaceful and Positive Ways³⁰	11-14		Urban settings in schools	Universal	School; Individual/Peer		

³⁰ Information on Responding in Peaceful and Positive Ways is from SAMHSA Model Programs website (http://modelprograms.samhsa.gov/model_prog.cfm) and Development Website for the Decision Support System for Prevention of Substance Abuse (<http://about.preventiondss.org/html/documents/DoE/promising/RIPP.htm>).

Program	Target Age	CSAP Strategies	Target Setting	Preventive Intervention Classification	Domain	Risk Factors	Protective Factors
Second Step: A Violence Prevention Curriculum³¹ Committee for Children	4-14		Rural, suburban and urban settings in schools, workplaces and community centers	Universal	School	Alienation and rebelliousness; Early initiation of the problem behavior; Friends who engage in the problem behavior	Healthy beliefs and clear standards; Bonding; Skills
Start Taking Alcohol Risks Seriously (STARS) for Families	11-14	Information Dissemination; Education	Rural, suburban and urban settings in elementary, middle and high schools; Clinical and non-clinical community settings	Universal	Individual/Peer	Favorable attitudes toward substance abuse; Early initiation of substance abuse	Healthy beliefs and clear standards
Students Managing Anger and Resolution Together (SMART) Team³² Learning Multi-Systems	10-15		Rural, suburban and urban settings in middle schools	Universal	School; Individual/Peer		Healthy beliefs and clear standards; Skills

³¹ Information on Second Step is from SAMHSA Model Programs website (http://modelprograms.samhsa.gov/model_prog.cfm) and Committee for Children website (<http://www.cfchildren.org/>).

³² Information on SMART Team from SAMHSA Model Programs website (http://modelprograms.samhsa.gov/model_prog.cfm) and *SMART Team: Students Managing Anger & Resolution Together*, Learning Multi-Systems, Inc. (http://www.lmssite.com/SMARTTeam_Research.pdf).

Program	Target Age	CSAP Strategies	Target Setting	Preventive Intervention Classification	Domain	Risk Factors	Protective Factors
Too Good for Drugs Mendez Foundation	5-18	Information Dissemination; Education	Schools; Optional component for after-school settings	Universal	Individual/Peer	Friends who engage in problem behavior; Favorable attitudes toward substance abuse	Healthy beliefs and clear standards; Skills

Appendix S

Environmental Strategies

Environmental Strategies³³

Program	Target Age	Target Setting	Preventive Intervention Classification	Risk Factors	Protective Factors	For More Information
Changing Hours and Days of Sale	N/A	None Specified	Universal	Availability of drugs	Healthy beliefs and clear standards	Western CAPT - Best Practices - http://www.unr.edu/westcapt/bestpractices/bestprac.htm
Changing the Conditions of Availability	N/A	None Specified	Universal	Availability of drugs	Healthy beliefs and clear standards	Western CAPT - Best Practices - http://www.unr.edu/westcapt/bestpractices/bestprac.htm
Counter-Advertising	N/A	None Specified	Universal	Favorable attitudes toward substance abuse; Community laws and norms favorable toward drugs	Healthy beliefs and clear standards	Western CAPT - Best Practices - http://www.unr.edu/westcapt/bestpractices/bestprac.htm
Economic Interventions (Increasing Taxes)	N/A	None Specified	Universal	Availability of drugs; Community laws and norms favorable toward drugs	Healthy beliefs and clear standards	Western CAPT - Best Practices - http://www.unr.edu/westcapt/bestpractices/bestprac.htm
Responsible Beverage Service	N/A	None Specified	Universal	Availability of drugs; Community laws and norms favorable toward drugs	Healthy beliefs and clear standards	Western CAPT - Best Practices - http://www.unr.edu/westcapt/bestpractices/bestprac.htm

³³ List of environmental strategies developed from search of Western Center for the Application of Prevention Technology website using *Conduct Search for Best and Promising Practices* tool. All are environmental strategies rated effective by CSAP.

Program	Target Age	Target Setting	Preventive Intervention Classification	Risk Factors	Protective Factors	For More Information
Restriction of Advertising and Promotion of Tobacco	N/A	None Specified	Universal	Community laws and norms favorable toward drugs	Healthy beliefs and clear standards	Western CAPT - Best Practices - http://www.unr.edu/westcapt/bestpractices/bestprac.htm
Retailer-directed Interventions	N/A	None Specified	Universal	Availability of drugs; Community laws and norms favorable toward drugs	Healthy beliefs and clear standards	Western CAPT - Best Practices - http://www.unr.edu/westcapt/bestpractices/bestprac.htm
Stop Teenage Addiction to Tobacco	High-school age	None Specified	Universal	Availability of drugs; Community laws and norms favorable toward drugs	Healthy beliefs and clear standards	Western CAPT - Best Practices - http://www.unr.edu/westcapt/bestpractices/bestprac.htm
Tobacco-free Environment Policies	N/A	None Specified	Universal	Community laws and norms favorable toward drugs	Healthy beliefs and clear standards	Western CAPT - Best Practices - http://www.unr.edu/westcapt/bestpractices/bestprac.htm

Appendix T

Feasibility Assessment

Feasibility Assessment³⁴

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Model Program Name: _____

Coalition Resources	What does the program require?	Describe your capacity	Feasibility Score (1=Not feasible 2=Slightly feasible 3=Somewhat feasible 4=Very feasible)			
			1	2	3	4
Cost of program			1	2	3	4
Staff training			1	2	3	4
Access to qualified staff			1	2	3	4
Availability of space			1	2	3	4
Access to program materials			1	2	3	4
Access to equipment			1	2	3	4
Access to technology			1	2	3	4
Time requirements			1	2	3	4
Training for community members and key leaders			1	2	3	4
Access to target population			1	2	3	4
Availability of other program services (e.g., transportation)			1	2	3	4
Incentives for program participants			1	2	3	4
Coalition Resources Sub-total						

³⁴ Adapted from Northeast CAPT Feasibility Tool for the Implementation of Prevention Programs and Prevention DSS Assess the Goodness of Fit Tool.

Target Population	Who was the program intended for?	Describe your target population	Feasibility Score (1=Not feasible 2=Slightly feasible 3=Somewhat feasible 4=Very feasible)			
Cultural relevance			1	2	3	4
Age			1	2	3	4
Gender			1	2	3	4
Setting (rural, urban or suburban)			1	2	3	4
Target Population Sub-total						
Organizational Climate		Describe your capacity	Feasibility Score (1=Not feasible 2=Slightly feasible 3=Somewhat feasible 4=Very feasible)			
Willingness to accept a new program			1	2	3	4
Fit with existing prevention efforts			1	2	3	4
Fit with coalition mission and values			1	2	3	4
Buy-in of coalition leaders			1	2	3	4
Buy-in of staff			1	2	3	4
Favorable history			1	2	3	4
Organizational Climate Sub-total						

Community Climate		Describe your capacity	Feasibility Score (1=Not feasible 2=Slightly feasible 3=Somewhat feasible 4=Very feasible)			
Willingness to accept a new program			1	2	3	4
Fit with existing prevention efforts			1	2	3	4
Fit with community values			1	2	3	4
Buy-in of key leaders and community members			1	2	3	4
Favorable history			1	2	3	4
Permission (e.g., to collect data)			1	2	3	4
Access to referral network for program participants			1	2	3	4
Community Climate Sub-total						
Evaluability	Are these available from the developer?	Describe your access to these items	Feasibility Score (1=Not feasible 2=Slightly feasible 3=Somewhat feasible 4=Very feasible)			
Proven positive measurable outcomes			1	2	3	4
Pretest and posttest evaluation instruments			1	2	3	4
Access to program participants for pretests and posttests			1	2	3	4
Evaluability Sub-total						

Sustainability		Describe your capacity	Feasibility Score (1=Not feasible 2=Slightly feasible 3=Somewhat feasible 4=Very feasible)			
			1	2	3	4
Collaboration between community and your organization			1	2	3	4
Community ownership			1	2	3	4
Renewable financial support			1	2	3	4
Continuous leadership			1	2	3	4
Positive image in the community			1	2	3	4
Strong host organization			1	2	3	4
Strong program(s) advocate or spokesperson(s)			1	2	3	4
Sustainability Sub-total						
Total Feasibility Score						

Appendix U
Program Selection Questions

Program Selection Questions

Coalition Name: _____
Person Completing Form: _____
Completion Date: _____

Please answer the following questions and submit the answers to One ME staff by June 1, 2003.

1. For which program(s) did you complete the feasibility assessment tool?

2. What program(s) do you intend to implement?

3. How does your needs and resources assessment support your selection?

4. Do you plan on implementing an environmental strategy? If yes, which one and why?

Appendix V
Maine Liquor and Tobacco Laws

Maine Liquor Laws

28A M.R.S.A. § 2051: Illegal Possession of Liquor

It is unlawful for any person under the age of 21 to possess liquor or imitation liquor except if it is in the scope of their employment or in a home in the presence of their parent or legal guardian.

Penalties

18, 19 and 20 year olds – Civil Violation:

- 1st offense - \$200 to \$400
- 2nd offense - \$300 to \$600
- 3rd offense - \$600

Individuals 17 years of age - Juvenile Crime (Non-Arrest)

28A M.R.S.A. § 2052: Illegal Transportation of Liquor

No person under the age of 21 shall transport alcoholic beverages in a motor vehicle except in the scope of their employment or at the request of their parent.

Penalties

- 1st offense - 30 day license suspension, fine of up to \$500
- 2nd offense - 90 day license suspension, fine of not less than \$200
- 3rd offense - 1 year license suspension, fine of not less than \$400
- Car insurance

28A M.R.S.A. § 2051: Giving False Written or Oral Information

It is unlawful to give a licensee false written or oral evidence of age to attempt to purchase liquor or gain entrance into a licensed establishment where minors are not allowed.

Penalties

18, 19 and 20 year olds – Civil Violation:

- 1st offense - \$200 to \$400
- 2nd offense - \$300 to \$600
- 3rd offense - \$600

Individuals 17 years of age and under Juvenile Crime (Non-Arrest):

- Upon conviction, court may suspend driver's license
- 1st offense - 30 days
- 2nd offense - 90 days
- 3rd offense - 1 year
- Car insurance

28A M.R.S.A. § 2081: Furnishing Liquor or Imitation Liquor to a Minor

It is unlawful to furnish liquor or imitation liquor to a minor, or allow a minor to possess liquor or imitation liquor on a premise under one's control.

Exceptions

- A licensee, clerk, servant or agent (Administrative/Civil)
- Serving liquor to a minor in a home while the parent is present

Penalties

- Fines from \$500 to \$2000
- Possible jail sentence of 6 to 12 months
- In cases of death or serious bodily injury an individual can be charged with a felony that could result in a jail sentence of up to 5 years and fines up to \$5000
- Possible action under Maine Liquor Liability Act
- Criminal record

28A M.R.S.A. § 2078: Illegal Sale of Liquor

It is unlawful to sell or aid in the sale of liquor without a license issued by the Maine Bureau of Liquor Enforcement.

Penalties

- 1st offense - \$300 to \$500 fine and up to 30 days in jail
- 2nd offense - \$500 to \$1000 fine and up to 60 days in jail
- 3rd offense - \$1000 and 60 days in jail
- May not hold liquor license or interest for 5 years after conviction
- May not sell liquor for a period of 2 to 5 years after conviction
- Criminal record

17 M.R.S.A. § 2003-A: Drinking in Public

Any person who drinks liquor or possesses an open container in any public place, after being forbidden to do so by a law enforcement officer or within 200 feet of a sign posted prohibiting public drinking commits the crime of drinking in public.

Penalties

- Fine up to \$1000 and/or up to 6 months in jail
- Criminal Record

28A M.R.S.A. § 2501-2520: Maine Liquor Liability Act

Any individual who recklessly or negligently serves liquor to a minor or invisibly intoxicated person and the service causes property damage, bodily injury or death to a third party, damages of up to \$250,000 plus medical expenses can be awarded.

Maine Tobacco Laws

22 M.R.S.A. § 1555-B: Purchase, Possession, Use

It is a civil violation for anyone under 18 to purchase, possess, or use cigarettes, cigarette papers, or other tobacco products, or to offer false identification in an attempt to do any of the above. Fines range from \$100 to \$500, depending on the number of offenses. The judge may assign community service as an alternative or in addition to the imposed fines. *Enforced by law enforcement officers, including individuals hired by contract to enforce this law.*

22 M.R.S.A. §§ 1557, 1557-A: License Suspension/Revocation

In addition to imposing the fines and penalties specified below, the District Court may suspend or revoke the retail tobacco license of any licensee who violates a state law or rule related to the sale of tobacco products.

22 M.R.S.A. §§ 1555-A, 1555-B: Tobacco Sales to Minors

No one may sell, furnish, give away or offer to sell, furnish or give away a tobacco product to any person under the age of 18. Retailers selling face-to-face must verify the age of anyone under the age of 27, by photo ID, and may refuse to sell to anyone who fails to show such ID. Sales by mail must be made by DHS-approved procedures to provide reliable verification that the purchaser is not a minor. Fines for sales to minors: Clerk & employer \$50-\$1,500. *Enforced by law enforcement officers, including individuals hired by contract to enforce this law.*

22 M.R.S.A. § 1555-B: Self-Service Displays

Tobacco self-service displays are prohibited except for tobacco in multi-unit packages of 10 units or more; in tobacco specialty stores; or where minors are generally prohibited. *Enforced by law enforcement officers, including individuals hired by contract to enforce this law.*

22 M.R.S.A. § 1553-A: Vending Machines

Tobacco vending machines must be located in areas where minors are not allowed unless accompanied by an adult. The machine must be in the line of sight and under the supervision of an adult during hours when it is accessible for use. There must be a sign on the front of the machine stating: "WARNING: It is unlawful for a person under the age of 18 to purchase cigarettes in this State." Tobacco products may not be sold from a vending machine containing anything but tobacco products. Penalty: \$100-\$500 and /or prohibition of machine on premises for up to 6 months. *Enforced by law enforcement officers, including individuals hired by contract to enforce this law.*

22 M.R.S.A. § 1554-A: Packaging

No person may sell cigarettes except in the original sealed manufacturer's package, minimum size 20 cigarettes. Fine: Clerk - \$10 to \$100; employer - \$100 to \$1,000. *Enforced by law enforcement officers, including individuals hired by contract to enforce this law.*

22 M.R.S.A. §§ 1555-B, 1556: Municipal Ordinances

Municipalities may impose more restrictive regulation of the sale of tobacco products (tobacco displays, tobacco product placement and time of tobacco product sales) in their towns. Thirty days prior to consideration of anything more restrictive, they must provide written notice to each retail tobacco licensee doing business in the municipality.

Appendix W

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